



Effective Communication for Maximum Impact: How do CSOs Learn?

Melita Grant & Janina Murta

Institute for Sustainable Futures

Bronwyn Powell

CS WASH Fund



Pathways to universal
and sustained
water, sanitation
and hygiene



Australian Government
Department of Foreign Affairs and Trade

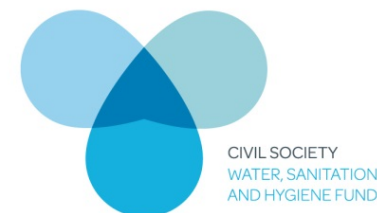


The CS WASH Fund



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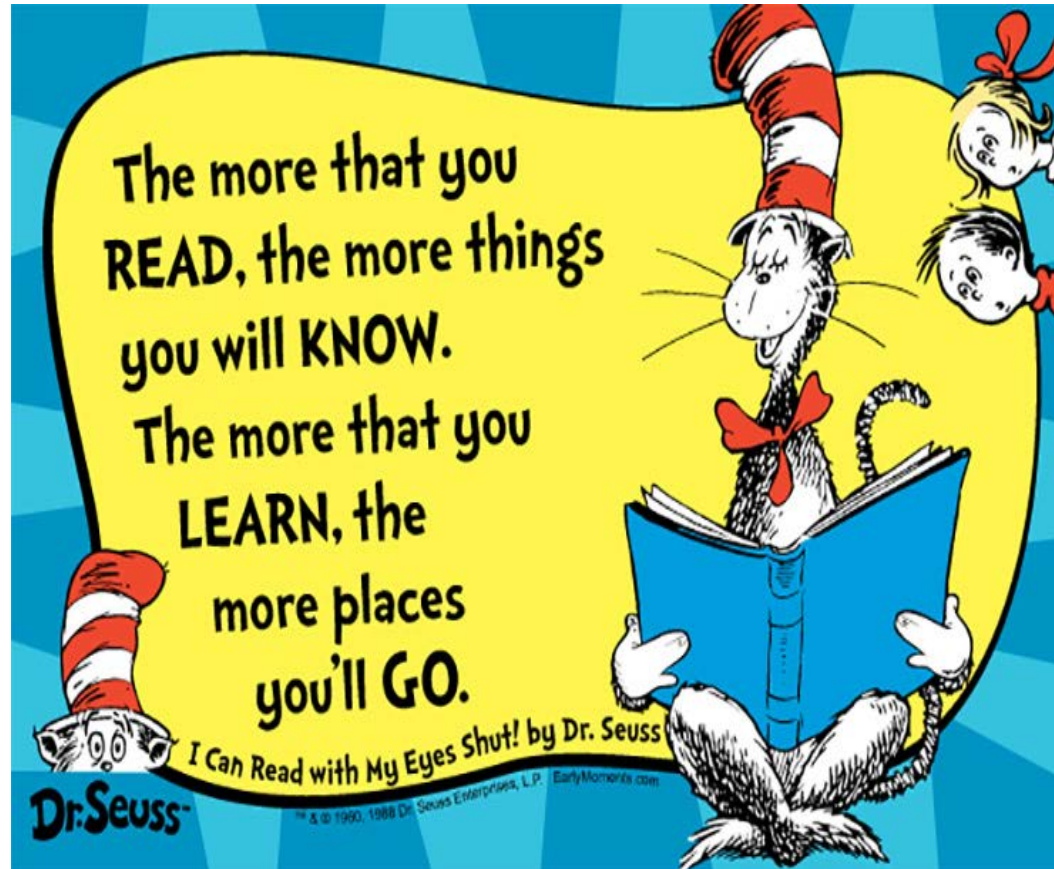
Department of Foreign Affairs and Trade



Civil Society Organisations in the CS WASH Fund



Why research learning within CSOs?



You'll go more places and....

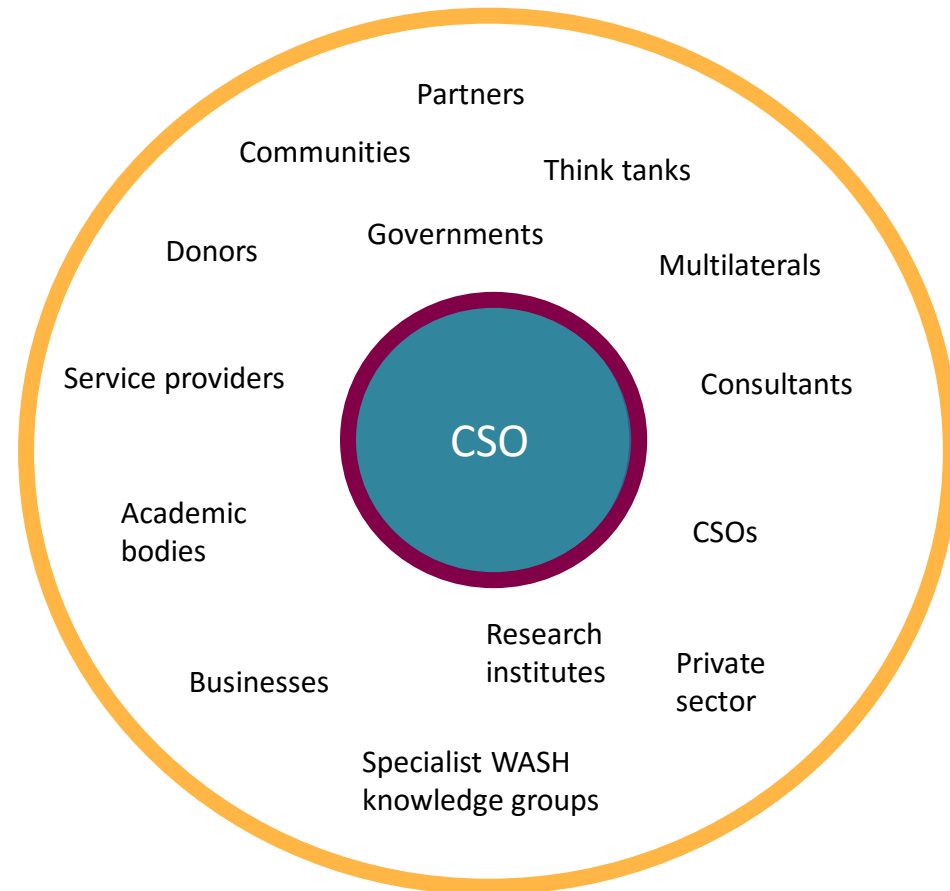
- Association between effective knowledge management and business performance has been demonstrated in many studies*
- Employee satisfaction and retention
- K&L aids innovation
- K&L supports evidence based practice



* See for example: LaValle et al., 2011; Andreeva and Kianto, 2012; Oliver, 2012

Research questions

1. How do CSOs learn and improve WASH programming and practice to align with **evidence-based approaches**?
2. What materials, formats and communications mechanisms are **most preferred** in influencing CSO learning?
3. What materials, formats and communication mechanisms are **most effective and innovative** in improving CSO WASH program in alignment with good practice?



- Literature review (>50 academic and grey sources of literature consulted)
- Literature review mapped against research questions
- Survey questions designed (one for CSOs; and one for other stakeholders)
- 60 CSOs responded to online survey
- 22 other stakeholders responded to online survey
- In total, over 100 WASH sector practitioners were involved in the research
- 14 CSO reps interviewed, and 6 other stakeholders

1. Peer to peer learning



Image sources: <http://sanitationandwaterforall.org>



Image source: ISF-UTS

68%

'Discussions within
organisation very
important'

2. Time for reflection



Image source: <http://leadershiptraq.com>

77% (CSOs)
M&E reports are
routinely analysed
and used

3. LEADERSHIP

72%

'Leaders support and encourage learning culture'

"Our CEO emphasises his support for transparency, and accountability but encourages learning from failure. When something doesn't go according to plan, it's managed without finger pointing" (CSO participant)



4. K&L in work-plans

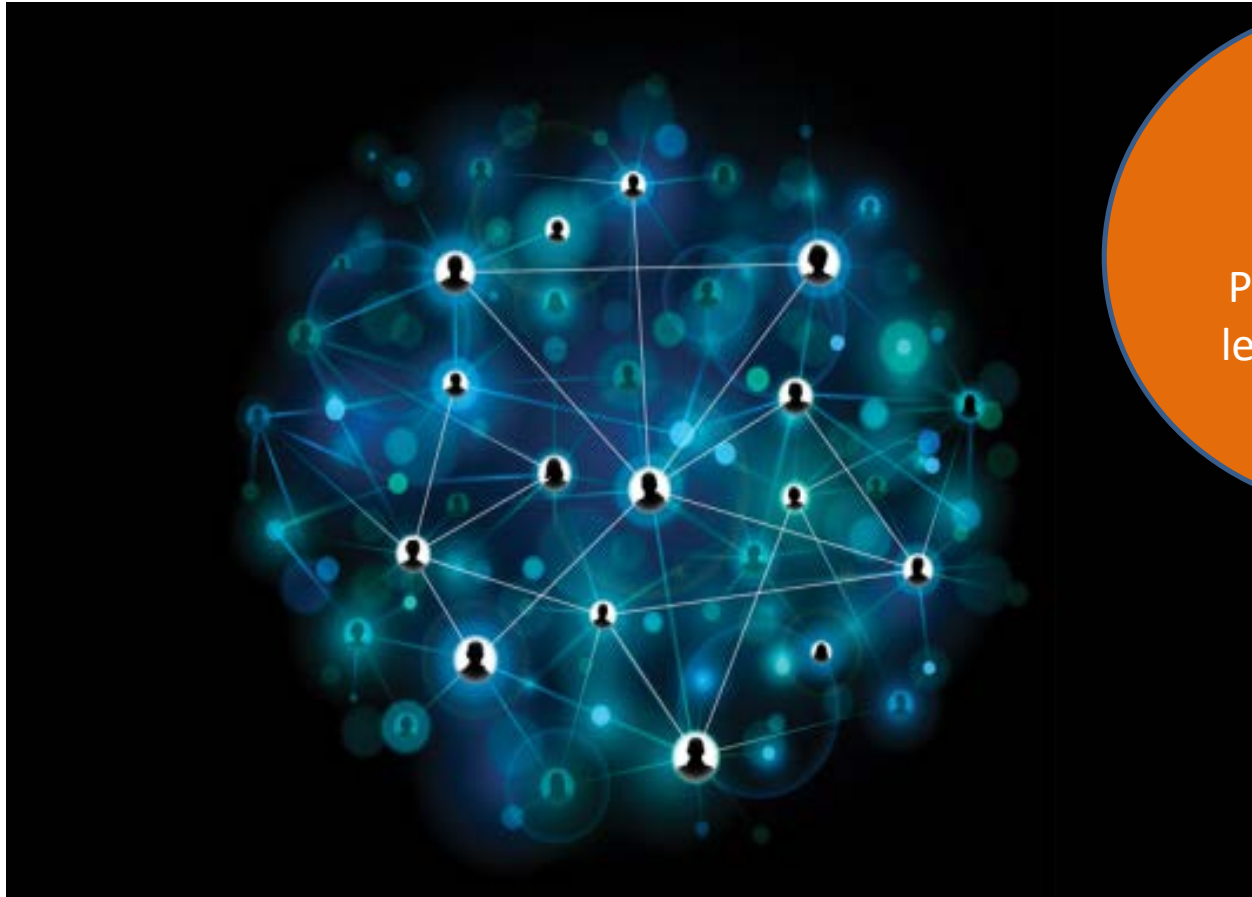


5. Time and funding



*'We're not stuck for resources
– we're stuck for filtering and
time" (CSO Participant)*

6. Networks



65%

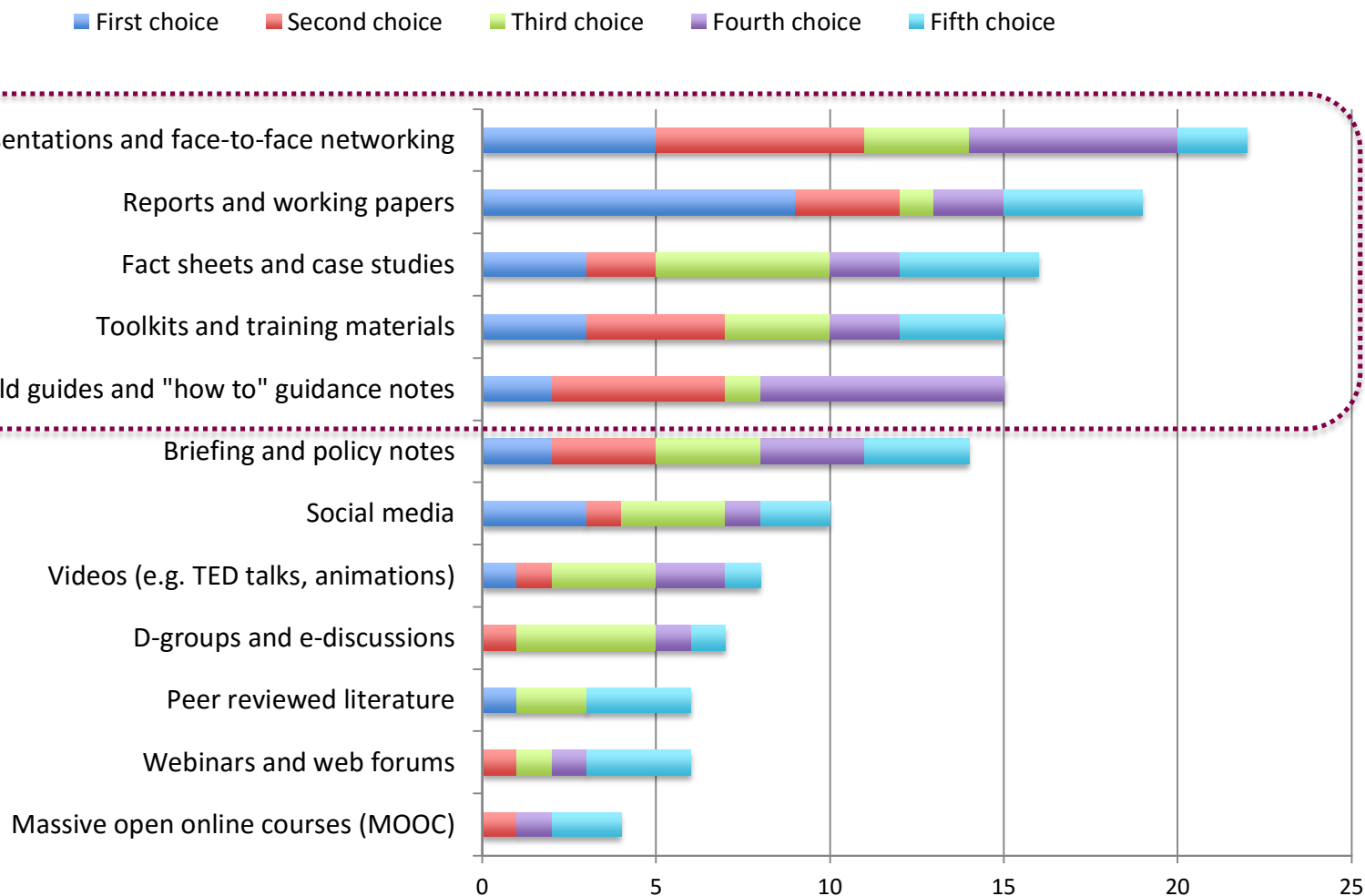
Part of a formal
learning alliance
and/or CoP

Image source: <http://www.europeanfinancialreview.com>

Learning enablers (summary)

1. Opportunities for **peer-to-peer learning**
2. Time for **reflection processes**
3. **Leadership** driving a learning culture
4. Knowledge and learning duties identified in work-plans
5. Time to engage with **networks**
6. Adequate **resources** (time and funding)

Preferred types of communication



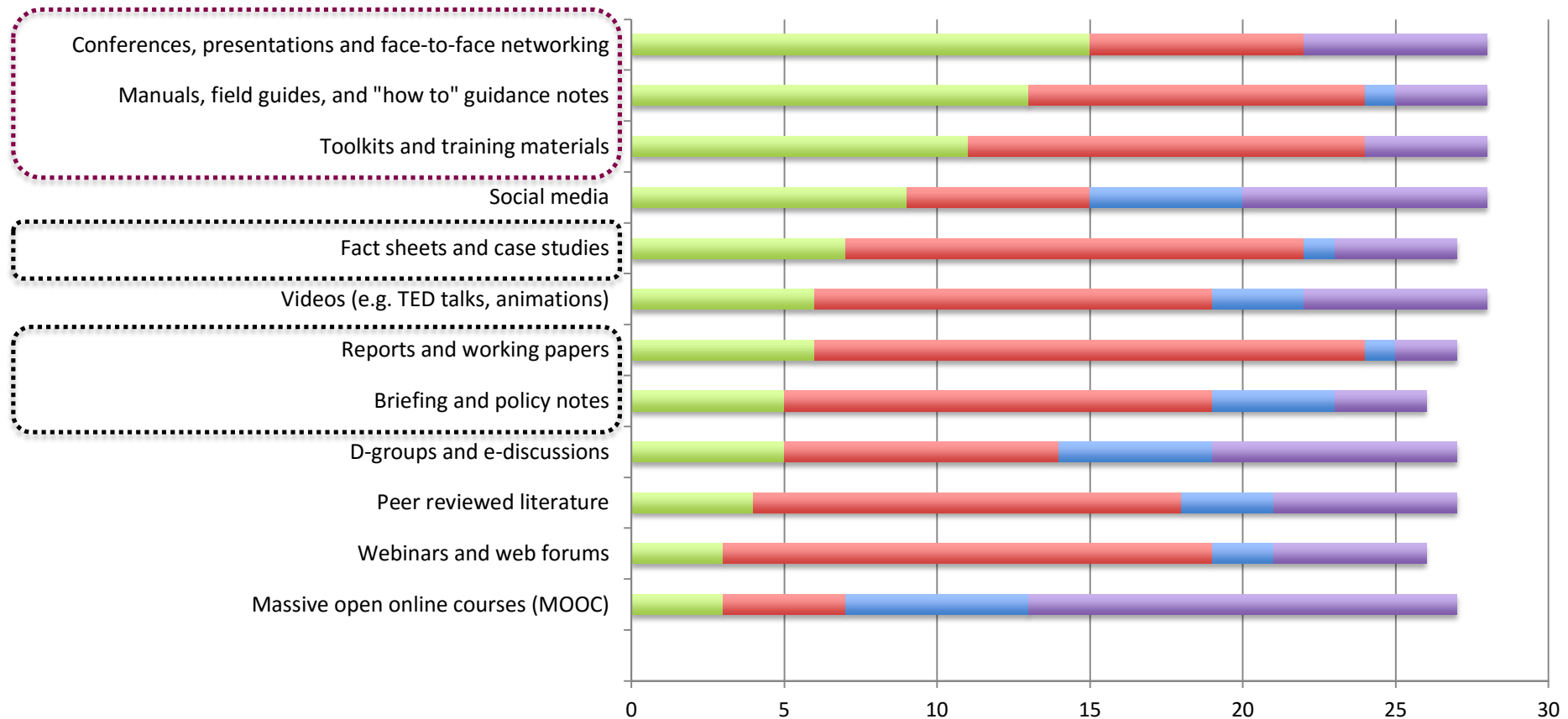
Types of communication perceived to have led to the greatest level of improved practice

■ A lot of improvement

■ Some improvement

■ No improvement at all

■ Don't know or N/A



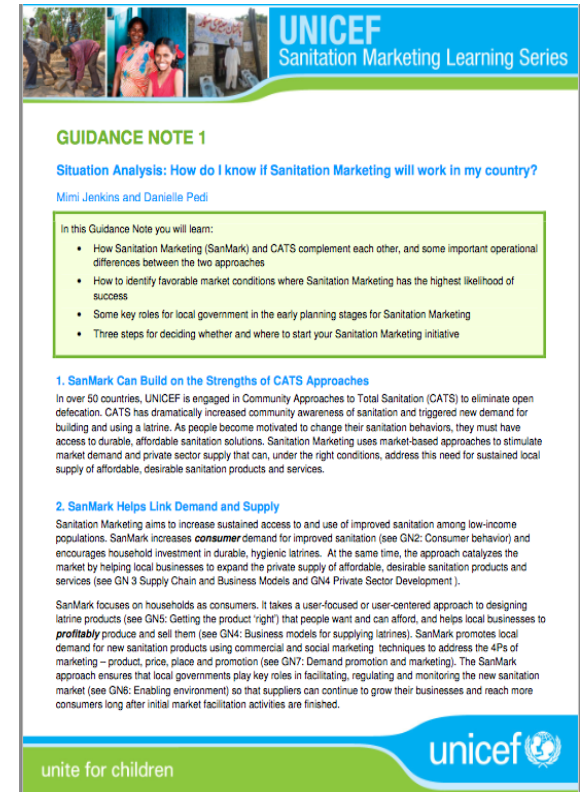
Characteristics of good K&L products



Examples



<https://www.ideo.com/work/human-centered-design-toolkit/>



<http://www.sanitationmarketing.com/sanitation-marketing-blog/sanmark-learning-series#.VwrL3LR4FiE>

Take home messages

CSOs developing a learning culture:

- Leaders - important
- Resources - actively identified and budgeted
- Donors - critical role

CSOs producing materials:

- Traditional forms - still relevant
- Face to face learning - valued
- Guidance materials - preferred



Image source: UN Water

Thank you!



Melita Grant : melita.grant@uts.edu.au



Janina Murta : janina.murta@uts.edu.au



Bronwyn Powell (CS WASH Fund)
Bronwyn.Powell@thepalladiumgroup.com